Continuous Quality Improvement Toolkit
A Resource for Maternal, Infant, and Early Childhood Home Visiting Program Awardees

Module 2 Facilitation Guide: Using Data to Drive CQI and Identify Topics

Purpose/Goals: The purpose of this training module is to help participants understand the importance of using data during CQI projects. It will cover data quality, identifying CQI topics, and using data to inform CQI work.

Time: About 40 minutes (20 minutes of content and 20 minutes of activities).

Format: This presentation is intended to be given in person but can also be delivered via webinar if necessary. We recommend that participants sit with their agency in small groups of four to six per table. Coaches should float between tables and connect with each agency team.

Equipment: An in-person training will require a laptop and projector to deliver this presentation. This training can also be conducted via Webinar, which would require a Webinar service, laptop, and telephone.

Materials:

- PowerPoint slides — The notes section of the PowerPoint slides contains talking points to use during the presentation. A copy of the slides may also be provided to participants.
- *Using Data to Drive CQI and Identify Topics* — This handout provides a brief overview of the content covered during the Data Quality and Identifying CQI Topics sections.
- *Developing Run Charts* — This handout is used for the activity on Slide 22. This activity will help participants practice plotting data and drawing conclusions from their data. See instructions below for more information on facilitating this activity.

General Topics Covered:

- Data Quality
- Identifying CQI Topics
- Monitoring/Visualizing Data

DOHVE

Introduction to PowerPoint Activities and Participation. When the icon below appears, participants will be engaged.

Activity: Collecting High-Quality Data (Slide 8)

- Ask the participants to share instances of unsuccessful data collection that may have been incomplete, inaccessible, or not relevant. If participants need prompting, consider using these examples (these examples are also in the slide notes).
  - Incomplete data: If only some home visitors collect breastfeeding data when the child reaches six-months, it will be difficult to calculate an accurate outcome percentage. We won't know if the percentage is low because mothers aren't breastfeeding, or if it is low because the data are missing.
  - Inaccessible data: If the data system can only be accessed by administrative and evaluation staff, home visitors and other program staff are missing an opportunity to further understand the entry and reporting procedures and the methods used to collect data. Access to data systems and reporting enhances buy-in.
  - Not relevant data: If home visitors screen children for developmental delays every 6 months, but only the data from the last year of screening are included in the data reports and data are not available from more recent screenings, home visitors may not know whether the children are on target or may need a referral. Since data were collected but not used, this results in irrelevant data collection.

Activity: Developing Run Charts (Slides 22–23)

- **Introduction**: Participants will practice using run charts to plot and interpret their data.
- **Time**: About 15 minutes.
- **Instructions**: The data provided on Slide 22, which match the data on the *Developing Run Charts* handout, give the percentage of newly enrolled caregivers who were screened for depression by month for a given year. Ask participants to plot the data on the blank run chart in the handout and connect all the points with a line to create the run chart. Move to slide 23 and ask participants to interpret the results of the run chart and write their interpretations on the handout. After participants are given time to write their interpretation, facilitate a group discussion where individuals share their interpretations with the larger group. (Note: there are no right or wrong answers here.) Possible prompts include:
  - What is your interpretation of the results?
  - Where do increases or decreases occur?
  - What do you think happened to cause increases in the screening rates in the spring and again in the fall months?
  There is an example interpretation of the PowerPoint in Slide 23 that you can share if necessary.